



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of ITSE Standards

Course Number:	Course Name:	ITSE Standard
EDLD 5370 ET5398	Educational Technology Leadership Internship	TF-II: Planning and Designing Learning Environments and Experiences

Description of the Assignment/Performance Tasks	ITSE Standard: Educational technology facilitators plan, design, and model effective learning environments, as well as multiple experiences supported by technology.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points) 	<p>Through my readings and internship, I have discovered that the “climate in today’s schools frequently complicates the planning process” (Williamson & Redish, 2009, p.37). Planning and implementing effective learning environments has been an interesting task that has brought forth obstacles and triumphs. Despite our unstable campus climate, my colleagues and I created effective and engaging learning environments.</p> <p>Throughout this collaborative portion of my internship, my colleagues and I have used new technologies that gave us the “opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods” (Rose, D., & Meyer, A., 2002, Chapter 1).</p> <p>I had to work very hard to get my colleagues interested in using a Moodle site. My colleagues did like that Moodle offered easy addition of multimedia, links to useful resources, scaffolding of learning activities, fun quizzes, and easy insertion of engaging learning objects. Through collaborative efforts and student excitement, our Moodle site is being used more often.</p> <p>I also offered several professional development and in-class modeling on how to implement Wordle and Quizlet. Many of the teachers embraced these two tools, because they are user-friendly and can be used for multiple subjects. The students were also actively engaged every time we presented a Wordle or Quizlet lesson.</p>

<p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>During this activity, I helped teachers add new tools to their bag of tricks. “The art of teaching takes insight, knowledge, and many years of experience to develop (Portner, 1998) and developing that “bag of tricks” takes time, and patience (McGuire & Simpson, 2006). This internship has also assisted me with developing my “bag of tricks” when it comes to technology and facilitating professional development.</p> <p>In the educational arena, mentoring is critical to a new teacher’s life. Mentoring programs and mentors are intended to support and nurture new teachers so they will survive the defeatist attitude that some teachers fall privy to. Mentoring is also important for seasoned teachers when they are learning something new. As a mentor, you must keep in mind that “everyone won’t change” (Williamson & Redish, 2009, p.42). I did convince our “seasoned” librarian to attend the TCEA 2011 Conference with me. She was very apprehensive about learning how to use new technologies, but she was excited about the conference. I will never forget when she came into my office and told me how excited she was about the “pocket projectors” that were going to be at the conference.</p> <p>I look forward to continuing my journey and being able to “assume the key role of directly supporting teachers” (Williamson & Redish, 2009, p.43). The internship experience, assignments, and readings have provided me with new techniques to approach my colleagues with technology integration. My reading assignments taught me that Prensky's definition of "Digital Immigrants", describes the majority of my campus (Prensky, 2001). As a life-long learner, I want to continue assisting my colleagues so they can become the "intellectual light" of their students' lives and I want my campus to walk away from "the darkness of the old-fashioned classroom" Prensky (2008).</p> <p>McGuire, Margaret A. & Simpson, Cynthia. “Hand in Hand: An Examination of Mentor Relationships.” <i>Best Practices in School Personnel</i> May/June/July (2006): 16-18.</p> <p>Prensky, M. (2001). Digital natives, digital immigrants: Part 2. <i>On the Horizon</i>, 9(6), 1-9.</p> <p>Prensky, M. (2008). Turning on the lights. <i>Educational Leadership</i>, 65(6), 40-45.</p> <p>Rose, D., & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Alexandria, VA: Association for Supervision and Curriculum Development. Available online at the center for applied Special Technology Web</p>
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	<p>site. Chapter 1. Retrieved on October 5, 2009, from http://www.cast.org/teachingeverystudent/ideas/tes/</p> <p>Williamson, J. & Redish, T. (2009). <i>ITSE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society in Technology Education, pp. 33-55.</p>
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